

ESL Meeting Minutes March 3, 2016

In attendance:

Ludwig, Lindsey
Geraghty, Elise
Kline, Matt

Lew, Tom
Llado, Nitza
Loya, Rebecca

Mochidome, Debbie
Simon, Jenny
Uyemura, Evelyn

ANNOUNCEMENTS

- CAREER FAIR: APRIL 12: 10:00 to 1:00 p.m. Library Lawn. Contact Sabra Sabio or Yamonte Cooper to participate.
- Cherry Blossom Festival: March 31: 1:00 – 2:00. Student Activities Center

INTERNATIONAL PROGRAM

Lindsey Ludwig introduced herself as the manager of the International Program, a new position that oversees the International Student Program and the Language Academy. She had a handout explaining the enrollment data for the International Student Program. The handout also contained charts with data on country of origin, age, majors, and gender. Lindsey explained the differences between the F1, F2 and J visas and how they relate to the ESL program at ECC; she emphasized the value of welcoming J1 Au Pairs to ECC. In addition, she explained the Language Academy's three levels and the protocol for transferring to ECC.

CURRICULUM: Non-Credit ESL

The discussion of the Language Academy's levels led to the next topic of non-credit ESL courses. Tom and Elise told the faculty that Matt, along with the head of Community Advancement, are in the midst of discovering what non-credit courses are being offered in the local adult schools, at ECC Compton, and at the Language Academy. After we find out what already exists, we can determine what is needed (with a focus on a bridge/pathway between adult school and ECC), and how to recruit students.

TRANSPARENT LANGUAGE PROGRAM

Tom asked the faculty if they had a chance to preview the software that will be purchased for the Foreign Language Lab. The faculty have time to review the program to determine whether or not it will be useful for ESL students.

COMMON ASSESSMENT INITIATIVE

Tom said that he, Elise, and Rebecca attended the Common Assessment Initiative conference Friday, and that there was no established methodology for using common assessment for placing international students, ESL students who didn't attend high school in the US, or returning students who completed high school many years ago. He asked for faculty assistance to help with the examination of the process and its relation to the departments' cut-scores, and with the overall implementation of the process when a methodology for these students is created. Rebecca, Nitza, and Jenny volunteered to help with this.